School Self Evaluation October 2017 - 2018

Outcomes for students– Quality of Teaching, Learning and Assessment– Personal Development, Behaviour and Wellbeing – Leadership and Management (highlight as appropriate)

Current situation and how we know	Recent developments and impact	What next
Vision statement and strategic objectives reflects a commitment to maximising students' achievements to prepare them for life after school. There is a 3-year trend of high achievements. There is no difference in the progress attributed to gender, ethnicity, disadvantage or ability. Student Premium students make fractionally more progress compared with non-Student Premium students. **2016-17 Progress in English** Key Stage 2–3 remains good and improving with a higher proportion of students exceeding expectations. This is very positive as the greater demands of the National Curriculum. 2016 -17 BE 24% ME 29% EE56% 2015-16 BE 18% ME 9%, EE73% 2014-15 BE 0%, ME 30%, EE 70% **English** Key Stage 2 to 4 remains very good with a significant majority, 97% achieving or exceeding expectations. This shows a steady trend upwards. 2016-17 BE3% ME 80% EE17% 2015-16 BE 15% ME 54% EE 31% 2014-15 BE 33% ME 9% EE 58% 2015-16 Progress in **Maths is good at KS3 –** 88% of students achieve or exceed expected progress. This is a reduction compared with the previous two years and could reflect the increased demands of National Curriculum Maths. 2016-17 BE 12% ME 32% EE 56% 2015-16 BE 0%, ME 0%, EE 100%	School has revised progression guidance by using more current CASPA National data base. **Impact:** Data base more up to date and accurate resulting in sharper, more challenging targets for student within each learning pathway. *See target setting data.* All teachers set students' targets on the expected progress based on CASPA National data. **Impact**: Greater precision in target setting and a clear identification of students making more than expected progress.*See target setting data* More courses at Key Stage 3 and 4 are now on Classroom Monitor. **Impact:** Timely records of students' progress that better enable teachers to track and analyse the achievements of the students they teach. *See Classroom Monitor.* Recording progress for students with more complex and development needs is now on Classroom Monitor. **Impact:** Small steps of progress are recorded and target setting monitoring and reporting progress and attainment is consistent with the approach across the school.*See 3A progress data record.* A programme of more rigorous internal and external moderation is now in place. **Impact:** Assessment is more accurate for students working above P8. *See students' exercise books.*	1.1 Increase the rate of progress in writing by focusing on writing across the curriculum and developing talk for writing. 1.2 Develop more effective links between target setting, assessment, tracking progress, annotation and feedback to students and parents. 1.3 Find ways of improving teaching and learning in lessons for students with specific learning difficulties. 1.4 Explore, Identify and introduce appropriate qualifications for students who are unable to access GCSE exams but who are not sufficiently challenged by Entry Level 3 courses. 1.5 Continue developing the use of Classroom Monitor so that Faculty Leaders can monitor and report progress over time in the GCSE and Entry Level awards. **Emerging issues for 2018 - 19** Further develop students' language and communication skills to improve their social interaction and learning skills.

2014-15 BE 0%, ME 20% EE 80%

2016-17 Progress in **Maths** KS2-4 has remained strong with 100% of students achieving or exceeding expected progress.

2016-17 BE0%   ME 61% EE 39%
2015-16 BE 8%, ME 54%, EE 38%
2014-15 BE 0%, ME 17%, EE 83%

2016- 17 KS2-3 progress in **Science** is very good with 90% of students achieving or exceeding expectations. Although this represents a reduction on last year it is more realistic as the demands of the National Curriculum has been increased.

2016-17 BE 9% ME 27% EE 63%
2015-16 BE 0%, ME 0%,   EE 100%
2014-15 BE 0%, ME 20%, EE 80%

KS2-4 progress – **Science** is solidly very good with 94% of students achieving or exceeding expectations.

2016-17 BE 6%   ME 13% EE 81%
2015-16 BE 9%, ME 18%, EE 73%
2014-15 BE 13% ME 0%   EE 87%

Attainment in PE is outstanding.
Progress in IT, Art, Textiles and Humanities is very good.
Progress in Design Technology and Food Technology is good.

Progress by the residential students in Personal Development and Independence skills is outstanding.

Key Stage 5 Progress for the majority of students is good. All but one student attending Bournville College mainstream courses successfully completed their accredited course and gained at least 1 Level 1 qualification and Level 2 qualifications. One

Progress of the residential students is monitored and compared against the progress of day students. **Impact:** Residential students make greater progress compared with day students in English, Maths and PSHE demonstrating that residential provision provides value for money. *See Residential reports to GB.*

Interventions for students at risk of not achieving their targets are in place at classroom and withdrawal levels. **Impact:** The vast majority of students achieve or exceed their targets. *See target setting records.*

student achieved 90 points towards a Level 3 qualification. Over 80% of students who completed the Post 16 course gained at least one qualification at Entry Level (or above). 100% of lowest ability Students gained an Open Awards Entry 1 qualification in Skills for Further Learning and Employment.		

Outcomes for Students – Teaching, Learning and Assessment – Personal Development, Behaviour and Wellbeing – Leadership and Management

Current situation and how we know	Recent developments and impact	What next
The quality of learning has improved with a very high proportion of lessons being good or better. **2017 -** of the 70 lessons observed 94% were good or better **2016 -** of the 73 lessons observed 98% were good or better **2015 -** of the 64 lessons observed: 97% good or better **2014** – 55 lesson observed, 96% good or better The improvement pattern has continued in 2016-17 demonstrating constantly good teaching for the last 4 years. The ratio of good or better quality teaching was replicated in the sample seen by OFSTED inspectors in March 2017. Teaching in English, Maths, Physical Education, Land Based Studies, iMedia and Geography is outstanding. It is consistently very good in Science, History, Food Technology, Religious Students and good in all the other subjects and French is rapidly improving. The quality of teaching is best	A Philosophy and Ethics GCSE course introduced – **Impact:** extended range of Humanities choices at KS4 and students achieved good grades. *See time table.* A whole school TEEP coaching programme in place implemented by the TEEP working party. **Impact:** The impact of TEEP was observed in the Peer2Peer review 2016. They saw well-structured lessons and the OFSTED Inspection 2017 - engaging starters that motivated students learning - provided opportunities for reflection. Learning objectives and teaching strategies are now well matched to the abilities and learning styles of individual students. Learning objectives were frequently referred to, staff use of language was focused and consistent and learning outcomes were checked accurately. The content of all lessons was relevant to the long term needs of students. Teachers and support staff gave students the time and space that they needed to grapple	2.1 Further develop students' engagement in lessons and paired work by establishing 'Talking Partners' throughout the school to facilitate an increase in paired work 2.2 Continue to involve students in tracking their own engagement and progress through the consistent use of the information in the student tracker in tutorial periods. 2.3 Continue to develop the work related curriculum so that work experience, travel training and work related learning becomes embedded into the vocational courses. 2.4 Ensure that the school's Marking Policy is implemented consistently and students are regularly provided with opportunities to improve their work. 2.5 Implement the findings from the curriculum questionnaire.

where a small number of teachers teach the subject. SACRE RE Inspection in March 2016 judged the provision to be extremely good. The quality of vocational courses is highly motivational and increased the proportion of students gaining Level 1 and 2 qualifications at Key Stage 5. The introduction of Read Write Inc. has had a significant impact on the teaching of phonics and reading and made a major contribution to the improvements in teaching, learning and progress in English at Key Stage 3 and Year 10. Progression pathways are in place and teachers now have clear expectations for all student and understand how they can use our progression guidance to map out learning and identify the curriculum appropriate for each student.	with learning. This led to high levels of student engagement and several instances of independent learning. The standard of teaching observed did not show any marked variation between key stages, subjects or students' ability. Marking Policy reviewed and revised. **Impact:** Marking shows examples of next steps to improve work but not yet implemented consistently. CPD data base records performance management information. **Impact:** Teachers' tracked and CPD closely matched to their development needs. *See Faculty Leaders' records and data base.* Open Awards vocational courses have been reviewed and refined. **Impact:** A smooth progression to Key Stage 5 and a focus on Life Skills to prepare students for life after school is secure. *See Curriculum map.* Work experience programme reviewed and preparation for work experience mapped into the curriculum. **Impact:** Work experience is integrated into the curriculum and provides holistic relevant experiences to support students' career choices and preparation for adult life. *See Peer2Peer report 2016.*	**Emerging Issues for 2018-19** Enhance teachers' skills and assist them to keep abreast of changes by encouraging participation in the OAKS subject working parties and the CPD courses. Continue to identify more practical / vocationally based GCSE courses at Key Stage 4 and 5 for the higher attaining students that help to promote their motivation, engagement and preparation for the next phase of education.

Outcomes for Students – Teaching, Learning and Assessment – Personal Development, Behaviour and Wellbeing – Leadership and Management

Current situation and how we know	Recent developments and impact	What next
The externally assisted school review June 15 and Post 16 review in Autumn Term 2016 both reported that behaviour is good, with many outstanding features. The school's systems to secure the behaviour and safety are excellent. The school is working to better accommodate the needs of students with increasingly complex mental health needs. Staff expectations of behaviour are high. Most students demonstrate positive attitudes to learning in lessons. Low level disruption is rare. Behaviour around the school is excellent. Students report that behaviour is good; when less than good, they recognise that it is as a result of students' autism. TEACCH and PATHS programmes are used well to support the ASD needs of students and students report that they are taught to understand their own autism and how to cope. Analysis of behaviour and reporting to governors is of a high standard. The total number of incidents in 2014-5 has reduced compared with the previous two years. Students report in questionnaires and in the external review that they feel safe and have an adult that they can speak to about concerns. When concerns are reported they are listened to and something is done about them.	Introduction of a robust monitoring of attendance by the Assistant Head Teacher Pastoral. SLT discuss persistently poor attenders as part of the monitoring of vulnerable students. **Impact**: Attendance is gradually improving: 95.11% in 2014-15 compared with 94.8% in 2013-14. The increase in admitting long term school refusers in 2016-7 has reduced the attendance figure this year to 93% *See attendance data and absence monitoring file.* Weekly review of students' behaviour, exclusions, potential CP issues in SLT meetings and actions agreed. **Impact:** Vulnerable students identified and monitored. *See SLT minutes.* Teachers have used TEEP strategies to prepare students for learning by developing interesting starters. **Impact:** Peer2Peer Review 2016 and OFSTD report 2017 noted that 'behaviour for learning during the lessons that we observed was exemplary.' The school has completed stage 1 towards achieving Rights Respecting Schools Award and submitted their action plan. **Impact:** This has created more opportunities for students to express their views and ideas. 'Teaching styles encourage students to express their views, take risks and work with peers.' Peer2Peer Review 2016	3.1 Find ways of actively engaging parents of students with poor attendance to improve their child's attendance. 3.2 Explore and develop ways of recording and tracking progress in students' personal development skills and wellbeing. 3.3 Establish a system to monitor behavioural incidents weekly so that timely action can be taken and that the monitoring information is used to inform policy or refine procedures. 3.4 Develop the use of the Kabin to set up an alternative learning environment using a therapeutic approach for students who are experience difficulties engage in the classroom. 3.5 Review and revise the Sex and Relationship Policy and extend the Schemes of Work to further develop Sex and Relationship and include CPR on an annual basis. **Emerging Issues for 2018-19** Further develop the staff's ability to understand and develop approaches to support the increasing population of students with debilitating mental health conditions by developing a team of trained staff to advice

Parental responses in the annual questionnaire indicate that there is very high satisfaction in how staff promote good behaviour and learning. There were 95% or more parents in agreement for all but 2 of the questions. 100% of parents reported that their child felt safe at school and that they were listened to and treated fairly.

The Safeguarding Quality Mark was successfully renewed; the assessor judged the systems and processes for safeguarding to be outstanding. Child Protection and safeguarding training is undertaken by all staff at least bi-annually and the Designated Safeguarding staff keep up to date with regular L.A. Safeguarding Briefings. *See Quality Mark.*

All staff have taken part in WRAP, Child Exploitation, Domestic Violence, Anti Bullying, Homophobia, and E-Safety training. The Head Teacher is a Home Office trained Prevent trainer. A rolling safeguarding CPD programme is in place so all staff stay up to date with Safeguarding issues.

SMSC is embedded across the curriculum which provide experiences to prepare students for life in modern Britain. *See SACRE RE Inspection.*

The SCR is checked termly by a Governor and annually at the Care Inspection. It contains all the necessary details and is up to date. Appropriate procedures are in place for visitors.

Develop a common framework for the structure of assemblies. **Impact:** Every assembly contains an opportunity for reflection. *See assembly rota.*

Implement throughout the school the Student Tracker software. **Impact:** Students' engagement, progress and achievement of targets in each lesson is monitored, analysed and shared with students to give them feedback about their progress and improvements in their learning behaviour. *See student tracker data.*

An annual training programme is in place to further develop staff skills and understanding of how to alleviate the negative impact of mental health problems for students with ASC. **Impact:** We saw levels of interaction and initiation that suggested students were overcoming the anxiety and rigidity that is found in young people who have autism. Their mental health and well-being is supported by teaching styles that encourage students to express their views, and work together. *See Peer2Peer Review.*

The school has formed an E-Safety Committee of staff, students and Governors to work towards the E-Safety Quality Mark. **Impact:** Students and staff are more aware of E-Safety issues and 'the curriculum includes teaching students about personal safety, including e-safety and challenges extremism.' *See Peer2Peer Review 2016.* E-Safety Mark awarded in June 2016.

and guide staff teams when difficult situations and issues arise.

Improve the quality and monitoring of all incident forms so that senior managers and staff can take timely action to improve practice and address issues.

Further develop staff's understanding, insight and empathy to assist them in supporting and teaching students with increasingly complex autism across the range of ability.

Outcomes for Students – Teaching, Learning and Assessment – Personal Development, Behaviour and Wellbeing – Leadership and Management

Current situation and how we know	Recent developments and impact	What next
Leadership and management of the school is good, moving towards outstanding under the excellent leadership of the Head Teacher; senior and middle leaders are leading very effective improvements in teaching and learning and curriculum delivery. *Externally assisted self-review 2015.* The Head Teacher shares very clear vision and understanding of excellence and what the school needs to do to get there. Four curriculum progression pathways set high expectations for the different ability groups to ensure that they are well prepared for life beyond school. *Externally Assisted self-review 2015.* School improvement planning and monitoring of implementation is rigorous and has led to steady improvements across all aspects of the work of the school. *See HT reports.* Most senior and middle leaders have completed the 4-day Ofsted training and have a well-developed understanding of what good and outstanding performance looks like. Faculty Leaders follow a model for self-evaluation that sets very high expectations. The self-evaluation schedule is followed. The school has commenced a Peer2Peer Review programme. Introduction of TEEP programme 2014 has had a very strong impact upon quality of Teaching and Learning across all subjects.	Activities undertaken to develop the senior leaders' strategic roles and responsibilities to provide better support to achieve excellence. **Impact:** Senior leaders and governors have a strong and shared vision for their students based on high expectations, preparing them for adult life, addressing their individual issues with emotional maturity and mental health. This vision drives engagement with parents and the community and was embodied in most of the lessons that we observed and in our conversations with senior and faculty leaders. *See Peer2Peer Review 2016.* A governors' monitoring programme is in place with timelines for reporting to Governors on Self-Evaluation to ensure sufficient rigour in reporting of the monitoring and evaluation process. **Impact:** Senior and middle leaders know what and when they need to produce their reports. Duplication has been eliminated and the reports are more focused. *See programme of governors' meetings.* Governors commissioned an external review to ensure that they were fully meeting their statutory duties. **Impact:** Action plan to address shortcomings has been implemented and monitoring roles and procedures clarified. *See action plan.* The school contact data base has been developed to record all the contact and additional provision for individual students. **Impact:** The data is used to objectively	4.1 Establish a system to link Appraisal and CPD with school improvement planning so that senior and middle managers actively contribute to the process, priorities are identified and included in the staff CPD programme and staff skills are developed in order to establish effective succession planning. 4.2 Further develop the governance of the school by implementing governor monitoring and reporting arrangements. 4.3 Further develop leadership skills by ensuring a rigorous strategic approach to analysing and evaluating school data by the increased use of integrated ICT systems for recording and monitoring outcomes and monitoring the implementation of school policies and procedures. 4.4 Continue with the staff review and revise the staff structure to identify a structure that meets the needs of the students and is financially sustainable. 4.5 Investigate approaches to reduce the number of serious incidents and assaults on staff. 4.6 Seek ways of working collaboratively with groups of schools to strengthen school improvement and enrichment of learning opportunities for students and staff.

The Head Teacher's leadership of Teaching and Learning is strong because there is a clear understanding of what outstanding Teaching and Learning looks like – as reflected in the monitoring report to the Governors. *See Lesson observation reports and externally assisted Self-review.*

Faculty Leaders have a clear understanding of the strengths and areas for development of their department. All Faculty Leaders produce detailed analyses of progress and impact of interventions, which enable them to improve the quality of teaching and learning. The standard of self-evaluation of their subjects is very high, enabling them to identify priorities for improvement accurately. *See Faculty Files.*

A revised curriculum model is in place. In KS3 this centres on core and foundation subjects and personal development. In KS4 and KS5 the focus is on life skills and vocation courses. *See curriculum plan.*

There is a strong offer in terms of an enriched curriculum, including lunch-time activities. The schools maximises the use of its outside facilities to give the students confidence and help reduce their anxieties. *See lunch clubs.*

Performance management is secure. There is a good system of line management to ensure that all teachers are given targets, observed and appraised. Appraisal of TAs is secure and welcomed by TAs. Increments are linked to PM outcomes and the CPD programme is linked to the SDP - *See PM summary report.*

evaluate the effectiveness of the intervention to promote vulnerable students' progress.

Provide an analysis of the impact of SMSC and British values by populating the SMSC data base with evidence to demonstrate progress of personal and social development skills of students. **Impact:** SACRE RE inspection April 2016 judged the SMSC provision to be excellent. *See SACRE report.*

The curriculum planning model for the students with exceptional and complex needs has been developed to reflect the increased age range of the students. **Impact:** The Peer2Peer review did not show any marked variation between key stages, subjects or students' ability in terms of the quality of teaching learning. *See timetable for 3a and plans for September 2016.*

The school has initiated a review of spending and staffing structures to identify savings and put together a recovery plan so that the school is sustainable. **Impact:** Initial savings have been made resulting in the school setting a balanced budget in 2016-7 and a bench marking exercise commenced. *See finance reports.*

Emerging issues for 2018-19
Continue to develop and extend the use by all staff of information management systems to record, monitor, analyse and take action based on data to improve and support the performance of students and staff.

Review, update and develop the Monitoring and Evaluation Policy so that all aspects of student and staff performance in rigorously monitored and evaluated.

The school is outward facing with links to other schools for CPD, school improvement and benchmarking. The school offers training in Team Teach, Autistic specific teaching approaches and sensory processing. We host placements - Newman College, Wolverhampton University and CBU. 100% of the parents in the parental questionnaire for 2015/6 identified that the school makes it clear about their child's strengths, that meetings between parents and staff are helpful, informative and the school is good at keeping parents in touch with what is going on in school. *See Parental Questionnaire summery 2016.* The Governors regularly visit the school to monitor the Care Standards, Safeguarding arrangements and discuss with Faculty Leaders their department's strengths, weaknesses and outcomes of their action plans. *See Governors Reports.* A process in place to meet the requirements for the Schools Financial Standard and Assurance so value for money can be demonstrated and has been proactive. Governors and staff have plans to rectify a challenging budget situation. Leadership of the Residential Provision is outstanding evidenced by Ofsted January 2016. 'There is a secure approach to monitoring and self-evaluation. Outcomes for students in the Residential Provision are outstanding, due to the team work.'		

March 2018